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The Ontario Curriculum
Grades 9 and 10

English

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Introduction

The Ontario Curriculum, Grades 9 and 10: English, 1999 will be implemented in Ontario secondary schools starting in September 1999 for students in Grade 9 and in September 2000 for students in Grade 10. This document replaces the sections in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that relate to English in Grade 9, and the parts of the curriculum guideline *English, Intermediate and Senior Divisions (Grades 7–12), 1987* that relate to Grade 10.

This document is designed for use in conjunction with its companion piece, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at http://www.edu.gov.on.ca.

The Place of English in the Curriculum

To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skilfully, confidently, and flexibly. The English curriculum offers a challenging program of the highest quality, one that recognizes the central importance of language and literature in learning and everyday life and prepares students for the literacy demands they will face as Canadians and members of the global community. Equally important, it should encourage students to develop a lifelong love of reading and writing.

Language is the basis for thinking, communicating, and learning. Students need literacy skills to enable them to receive and comprehend ideas and information, to inquire further into areas of interest and study, to express themselves clearly, and to demonstrate their learning. Literacy skills are important for higher education and for eventual entry into the workplace. Students who are preparing for postsecondary education must develop these skills in order to succeed in the challenging academic work of college and university programs. Students who are preparing for careers in business and industry also need these skills in order to adapt to a workplace that is constantly changing. Whatever their postsecondary destination, all students need the ability to express themselves clearly and effectively. Learning to communicate with clarity and precision, both orally and in writing, will help students to thrive in their future endeavours in the world beyond the school.

Literature is a fundamental element of identity and culture. As students read and reflect on a rich variety of literature, informational texts, and media works, they deepen their understanding of themselves and the world around them. In their study of literary works from many genres, historical periods, and cultures, students consider personal and societal aspirations and explore possibilities. Through the study of literature, students strengthen their own ability to use language as an effective tool for thought, expression, and communication.

Language is also an essential tool for learning across the curriculum. When students consider topics, issues, or themes in various subject areas, they use and develop important literacy skills. For example, in science and technology, students must communicate effectively to record observations, describe investigations, and present their findings in oral and written reports. They must also learn to use a range of technical terms and specialized language. In history, they debate interpretations of important past events. In family studies, students can conduct an interview, and in mathematics they can clarify a difficult concept by explaining it to a peer. Facility in language helps students to learn in all subject areas; at the same time, by using language for a broad range of purposes students increase their ability to communicate with precision and to understand how language works.

Subject matter from any course in English can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

Language learning is developmental and cumulative across the grades: students develop flexibility and proficiency in their language use over time. The secondary school English curriculum, therefore, builds on the expectations outlined in *The Ontario Curriculum, Grades 1–8: Language, 1997* and provides students and teachers with clearly stated, rigorous, and increasingly demanding expectations for the literature studies and reading, writing, language, and media studies strands. As students move through the grades, they are required to use language with ever-greater fluency, proficiency, and accuracy in a broadening range of situations. They take greater responsibility for their own learning and apply their language skills in more challenging and complex ways.

In Grades 9 and 10, students may need to continue practising certain skills introduced in the elementary curriculum. Teachers and students will recognize these expectations, which are repeated in increasingly complex forms to encourage students to refine and sharpen their reading, writing, and oral communication skills. In Grades 11 and 12, the emphasis shifts to help students develop the skills and knowledge they need to prepare for their postsecondary destinations. The focus in these senior grades will be on helping students to develop independence and to master the range of complex skills they will need for university and college programs and for the workplace.

The Program in English

Overview

The English program includes courses that are compulsory for graduation, and optional courses, which are elective credits. Compulsory courses emphasize strong core competencies in reading, writing, use of language, and media awareness. As part of their program in Grades 9 and 10, students must take a compulsory course in English in each grade. They may choose between two types of courses in Grades 9 and 10: *academic* and *applied*. (See *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999* for a description of the different types of secondary school courses.)

Courses that students may take as electives are offered only in Grades 11 and 12. They provide students with opportunities to explore individual interests and to deepen and extend some of the knowledge and skills acquired in their compulsory courses through more thematic and specialized study.

Courses offered in English must be delivered as full courses, rather than as half-credit courses.

Courses in English, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisite*
9	English	Academic	ENG1D	1	
9	English	Applied	ENG1P	1	
10	English	Academic	ENG2D	1	Grade 9 English, Academic or Applied
10	English	Applied	ENG2P	1	Grade 9 English, Academic or Applied

* Prerequisites apply only to Grade 10, 11, and 12 courses.

Teaching Approaches

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can meet all the needs of each learner, teachers should select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices. In their English programs, teachers should introduce a rich variety of activities that integrate strands and provide for the explicit teaching of knowledge and skills.

The ability to work both independently and collaboratively is integral to success in both the workplace and postsecondary education and is equally relevant in the context of family and community. It is therefore important for students to have opportunities to develop their English skills and knowledge independently, in pairs, in small groups, and as a class. Students must be able to demonstrate that they have acquired the specified knowledge and skills. Collaborative work is useful to achieve some of these objectives and has inherent value in teaching students to take on a variety of roles within a team.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail.

The specific expectations are organized under subheadings. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

The strands for English are as follows: Literature Studies and Reading, Writing, Language, and Media Studies.

Literature Studies and Reading. While many students entering the Grade 9 English program are fluent, independent readers, some may need additional support to develop their reading skills and to monitor their own progress. In addition, all students need instruction to cope with the more challenging reading demands of the secondary school curriculum, which requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized than in earlier grades. The English program will help students learn to read efficiently and to absorb information quickly. Students will also learn to switch from one genre to another, and to use a range of reading skills to suit their purpose and the materials they are reading as they move from subject to subject. Students should be encouraged to read independently for pleasure and information.

The study of literature is central in the English curriculum; it offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. As students increase their knowledge of accomplished writers and literary works and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience.

All students, regardless of their postsecondary plans, need to read a balance of exemplary literary and informational works that nourish the imagination, promote intellectual growth, contribute to a sense of aesthetic appreciation, and provide a broad range of language models for their own writing. Literary works drawn from many genres, historical periods, and cultures

reflect the diversity of Canada and the world. Such works include poetry (poets such as Atwood, cummings, Dickinson, Frost, Layton, MacEwen, Neruda, Souster, Thomas, Wordsworth), novels (novelists such as Kogawa, Mowat, Philip, Steinbeck, Tolkien, Wyndham), plays (playwrights such as Gibson, Lawrence, Lee, Shakespeare, Wilder), myths and legends (selections should represent many cultures, such as Anglo-Saxon, Celtic, Chinese, Greek, Native Canadian, Norse), short stories (writers such as Atwood, Bradbury, Callaghan, Chekhov, Conan Doyle, De Maupassant, Hawthorne, Jackson, Munro, Nowlan, O'Flaherty, Saki), biographies, journals, letters, and essays. (The preceding lists of authors are provided to indicate the level of challenge that programs in literature studies should entail, and are not intended to suggest prescribed reading.) Literary works enrich students' understanding of themes and issues and enhance their appreciation of the power and beauty of language. To help students become confident, proficient, flexible readers, a balanced literature program also includes a range of informational texts, such as academic textbooks, technical manuals, newspapers and magazines, reference materials, memos, bulletin-board notices, CD-ROMs, databases, and websites.

When choosing literature for study, teachers must consider the genres designated for special emphasis in the course expectations, as well as an appropriate balance between contemporary and historical texts and Canadian and world literature.

Writing. Students use writing to record information and ideas, to express themselves, to communicate with others for various purposes, and to reflect and learn. In personal, academic, and workplace situations, students need to be able to write clearly and coherently, with precision and an engaging style. A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively.

Writing, from initial musings to final publication, is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening. As writers compose, they consider their audience; make decisions about form, style, and organization; and apply their knowledge of language use. To develop these competencies, students need a supportive classroom environment, with opportunities to extend and refine their skills in using the writing process and doing research. They also need opportunities to apply these skills and to write daily, in many forms and genres, for a variety of purposes and audiences, and within different time constraints. The forms and genres explored may include essays, reports, short stories, poetry, scripts, journals, letters, biographies, children's stories, articles, reviews, précis, explanations, instructions, notes, procedures, résumés, and advertisements. Because postsecondary institutions and employers require clear, well-organized writing, on demand and within strict timelines, students also need to learn and practise strategies for writing effectively and correctly in the context of examinations and in-class writing assignments.

To help them in their writing and research, students need access to a range of print and electronic resources, including general and specialized dictionaries, thesauri, manuals of style, word-processing and graphics software, desktop publishing programs, e-mail, and the Internet. Students should be encouraged to write frequently for pleasure and personal purposes.

Language. The language strand sets out expectations for vocabulary development, knowledge of the history of the English language, knowledge of grammar and the conventions of standard Canadian English, and oral communication skills.

Knowledge of vocabulary helps students improve their reading, writing, and speaking skills. The study of the development of the English language – the influence on English of other languages, dialects, and contemporary events and trends – helps students appreciate the evolving nature of language. Knowledge of the rules of grammar and the conventions of spelling and punctuation helps students understand, write, and speak standard Canadian English confidently and correctly in all subject disciplines. Thus, the study of the conventions of grammar, usage, spelling, and punctuation of standard Canadian English are components of all compulsory English courses.

Oral language is a fundamental means for communicating with others and the cornerstone of learning in all subjects. Students listen and speak in order to understand concepts, solve problems, provide information, and express thoughts. When they converse about information and ideas, they become aware of forms, styles, imagery, language structures, and conventions used by other speakers and writers. As they work towards the expectations for this strand, students will improve their ability to explore and communicate ideas in both classroom and formal speaking situations. Students should be encouraged to appreciate and take pleasure in the power and beauty of language.

Media Studies. Because of the pervasive influence in our lives of print and electronic media, it is important for students to learn how to understand and interpret media works. In the English program, students should have frequent opportunities to analyse various aspects of media communications, including key elements of the works themselves, the audience, and production codes and practices. Students should also learn about the media through the process of creating their own media works, using a range of technologies to do so. By working in the various media to communicate their own ideas, students will develop critical thinking skills and understand at first hand how media works are designed to influence audiences and reflect the perspectives of their creators. Students will also develop production skills that may open up career opportunities in the entertainment and communications industries. Students should be encouraged to appreciate the media as sources of personal information and pleasure.

English, Grade 9, Academic (ENG1D)

This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
- identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopedias;
- select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values (e.g., read a play by Shakespeare to interpret a character for performance; read a full-length expository text to research a topic for a short essay);
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (e.g., preview vocabulary; create key questions about the text; self-question to monitor comprehension; relate prior knowledge and experiences to the ideas and information in texts; visualize places, people, and events in a text; reread key passages to clarify meaning; write a series of questions or a letter to an author);
- locate explicit information and ideas in texts to use in developing opinions and interpretations (e.g., identify the key details in a mystery story that provide clues to the solution; locate information in a chart or diagram related to a passage in a text);
- analyse information, ideas, and elements in texts to make inferences about meaning (e.g., analyse key elements in a short story to determine the theme; distinguish between topic and thesis in a short essay);
- use specific evidence from a text to support opinions and judgements (e.g., role-play a court trial of the antagonist in a story; formally debate issues raised in a text; use direct quotations in an answer to a homework question; use explicit information and implicit ideas to answer questions about a sight short essay);
- explain how readers' different backgrounds might influence the way they understand and interpret a text (e.g., compare group members' personal responses to texts; explain differences in how individual readers perceive examples of stereotyping in texts; make inferences about the readership of a newspaper by analysing a number of its editorials or columns);
- explain how the background of the author might influence the information and ideas in a text (e.g., chart historical information

as background for the study of a Shakespeare play; find clues in a short essay about experiences and beliefs of the author that might influence his or her interpretation of the topic).

Understanding the Forms of Texts

By the end of this course, students will:

- use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre (e.g., explain the dramatic purpose of a speech or scene in a play; rewrite a dialogue between two characters as two separate monologues; stage a scene from a play to highlight dramatic irony);
- use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre (e.g., discuss alternative solutions to the central conflict of a story; rewrite a section of a story from a different point of view);
- use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre (e.g., locate the thesis statement in a short essay; explain how the details in a short essay support the thesis).

Understanding the Elements of Style

By the end of this course, students will:

- explain how authors use diction and phrasing to achieve particular effects in their writing (e.g., highlight key words and phrases in a poem or short story and give reasons for their use; explain how diction and phrasing are used to create a formal tone in a short essay);
- explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing (e.g., identify how the similes and metaphors in a selection of song lyrics help communicate the theme; describe the imagery used to create mood in a novel; create an advertisement featuring examples of alliteration);
- explain how authors and editors use design elements to help communicate ideas (e.g., different fonts and typefaces indicate different degrees of formality; margin notes draw attention to or summarize text; charts and graphs simplify complex or unwieldy data).

Writing

Overall Expectations

By the end of this course, students will:

- use a variety of print and electronic sources to gather information and explore ideas for their written work;
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data (e.g., generate focus questions; identify key words and electronic search terms to narrow a topic; use graphic organizers to connect possible topics and a variety of sources of information);

– locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic databases (e.g., record impressions of an event on audiotape, for a story; use focus questions to narrow a search on a broad topic; summarize research notes on index cards; record sources of information);

– group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material (e.g., outline the development of a character for a story; order and chart information by subtopic; group data under headings);

– use the information and ideas generated by research to develop the content of written work.

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences (e.g., write a poem for a class anthology or to explore their own feelings; summarize information from a newspaper article for a group; create a children's storybook to inform and entertain a primary class; review a film or play for a school newspaper; outline a proposal to the school administration for a new gymnasium);

– select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work (e.g., use the first-person singular to express an opinion about an issue; use the

third-person singular to interpret and analyse information, ideas, and issues; use formal language to make and support generalizations in a letter to the editor).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

- use a unifying image, mood, or voice to structure descriptive paragraphs or poems;
- use changes in time, place, speaker, or point of view to structure narrative paragraphs;
- use a single controlling idea and connecting words to structure a series of paragraphs;
- use key words from questions or prompts to organize ideas, information, and evidence in homework answers;
- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
- provide an introduction, body, and conclusion in written reports and short essays.

Revising Drafts

By the end of this course, students will:

- revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity (e.g., read written work aloud as the intended reader to check for clarity; try different ways of sequencing ideas; insert appropriate connecting words at the beginning of paragraphs in a series to ensure logical continuity; refer to the introduction in the concluding paragraph of a letter to strengthen unity; add examples to support the main point; remove irrelevant or confusing details);
- revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language;
- make constructive suggestions to peers (e.g., use established criteria when discussing a piece of writing; point out confusing words, sentences, or paragraphs);
- consider reactions from teachers, peers, and others in revising and editing written work.

Editing, Proofreading, and Publishing

By the end of this course, students will:

- identify sources of ideas, information, and quotations in writing and independent research projects (e.g., use quotation marks around borrowed words and phrases and name the source; create a brief bibliography of reference materials, following a prescribed style sheet);
- select the publication method or vehicle most accessible or appealing to the intended audience (e.g., a writing exchange with peers; an author reading; publication in a class anthology);
- assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth (e.g., maintain a print or electronic writing folder showing writing in various stages of development; identify preferences and aptitudes for particular writing forms; compare their current writing and goals to previous ones, identifying successes and concerns);

- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

- use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
- construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases;
- identify and correct sentence fragments, run-on sentences, and comma splices;
- make compound subjects agree with verbs in simple and compound sentences;
- make pronouns agree with their antecedents in number and gender;
- use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing;

Spelling

- use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors (e.g., recognize when a word doesn't look right; generate alternative spellings; use knowledge of syllabification to spell unfamiliar words);
- use and spell homophones correctly;
- use the apostrophe correctly when spelling contractions and possessives;
- use a variety of resources to correct errors in spelling (e.g., dictionaries, electronic spell checkers);

Punctuation

- use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;
- adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry.

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

- describe strategies used to expand vocabulary (e.g., using roots, prefixes, and suffixes to determine the meaning of unfamiliar words) and provide evidence of other vocabulary-building activities (e.g., lists of references consulted for the meaning of unfamiliar or specialized language; lists of new words encountered in works read during the year; personal lists of common prefixes and suffixes and effective words and phrases);
- identify and explain examples of slang, jargon, dialect, and colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
- identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins (e.g., use a dictionary to find the etymology of unfamiliar words in history and science textbooks; create a personal or class dictionary of newly encountered words);
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections;
  - simple, compound, and complex sentences;
  - components of sentences: subject, predicate, object, subject complement, prepositional and participial phrases, main and subordinate clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice;
- recognize, describe, and correct sentence errors in oral and written language (e.g., sentence fragment, run-on sentence, comma splice);
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
  - spelling: homophones and possessive pronouns and adjectives;
  - capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
  - punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses.

Developing Listening and Speaking Skills

By the end of this course, students will:

- communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;
- communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
- plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose (e.g., identify purpose and audience; gather ideas and information; plan, create, rehearse, revise, and assess presentations such as dramatizations, reports, and speeches);
- use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
- practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;
- explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school (e.g., interview teachers in other subject areas and prepare an oral report on how these skills are used in the various disciplines; do research for a written report on the oral communication skills required in a variety of occupations);
- analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance.

Media Studies

Overall Expectations

By the end of this course, students will:

- use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works;
- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., make an oral presentation to the class about the differences between family life as depicted in a television series and as experienced in real life; identify and evaluate the variations in treatment and emphasis of different covers that have been designed for the same book);
- identify how elements of media forms are used in a variety of media works and explain the effects of different treatments (e.g., use of camera angles, sound effects, and dialogue in films; use of headlines, photographs, and captions in newspaper and magazine layouts);
- compare and explain their own and their peers' reactions to a variety of media works;
- identify factors that influence media production and distribution and explain the effect of these factors on specific media works (e.g., read government regulations and industry codes governing advertising aimed at children; consult copyright laws).

Creating Media Works

By the end of this course, students will:

- adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation (e.g., recast a short story, novel, or poem as a storyboard, book jacket, or song, using available resources);
- create media works for different purposes and explain how each has been designed to achieve its particular purpose (e.g., plan and write a sample web page on how to use a provincial park campsite responsibly and another on the pleasures of camping);
- create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience (e.g., design advertisements to sell similar products to children and to adults; design two different book covers for the same novel, one for the teen market and one for the adult market).

English, Grade 9, Applied (ENG1P)

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of literary and informational texts;
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles;
- identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

- describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines, and encyclopedias;
- select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively (e.g., explain complications in the plot of a play or short story; choose poems to be used as models for writing; select and summarize a magazine article on a figure of personal interest; find and report on information from electronic sources);
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (e.g., preview vocabulary; predict content; connect prior knowledge and personal experiences to the ideas and information in texts; visualize places, people, and events in a text; reread to check first impressions; restate information, ideas, and plot);
- locate and use explicit information and ideas from texts in forming opinions and developing generalizations (e.g., find facts in a newspaper article to help form an opinion; use information from a chart or diagram for a report; find specific information about a character in the speech of other characters);
- make inferences based on the information and ideas presented in texts (e.g., infer the values of the main character in a news story; suggest underlying causes of a conflict in a contemporary play);
- use specific references from a text to support opinions and judgements (e.g., support a position on a current issue presented in the newspaper; assess the suitability as a role model of a character in a play);
- identify how readers' different backgrounds might influence the way they understand and interpret a text (e.g., exchange responses to a text with a partner and note similarities and differences in interpretation; discuss the appeal of magazines to readers of a particular age or gender).

Understanding the Forms of Texts

By the end of this course, students will:

- use knowledge of elements of drama, such as plot and subplot, character development and revelation, conflict, dialogue, and stage directions, to understand and interpret texts in the genre (e.g., write additional dialogue to reveal new information about a character; interpret stage directions to present a scene from a play);
- use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre (e.g., plan and deliver a group presentation explaining the theme of a short story; make a map or model to represent the setting of a short story);
- use knowledge of elements of newspaper and magazine articles, such as headlines, leads, the five W's (*who, what, where, when,* and *why*), titles, subtitles, and photographs, to understand and interpret texts in the genre (e.g., write headlines for articles in the school newspaper; scan the title and subtitles of a magazine article to predict the content; create their own magazine based on a character in a short story studied).

Understanding the Elements of Style

By the end of this course, students will:

- explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects (e.g., identify images in advertisements that appeal to the senses; explain how the use of foreshadowing creates suspense in a novel);
- explain how authors choose words and phrases to achieve intended effects (e.g., compare the vocabulary used to convey the message in a newspaper article and a poem; identify repeated words and phrases used for emphasis in a magazine article);
- explain how authors and editors use design elements to help convey meaning (e.g., headings highlight the main idea; margin notes draw attention to or summarize text; colour emphasizes key ideas; charts make information easier to grasp; pictures supplement or clarify text).

Writing

Overall Expectations

By the end of this course, students will:

- use print and electronic sources to gather information and explore ideas for their written work;
- identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;
- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity;
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

- investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data (e.g., create focus questions; identify key words to narrow a topic; use a graphic organizer to connect possible topics and sources of information);
- locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases (e.g., search an electronic library catalogue for information and ideas for an English assignment; request information about a product from two manufacturers for a comparative report; use index cards to summarize information and record sources of information);
- sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material (e.g., highlight related information in a brainstormed list; group data under headings; create a graphic organizer to establish an initial writing plan; create a graphic organizer to show similarities and differences between two characters in a story);
- use the information and ideas generated by research to explore topics for written work (e.g., read; list; brainstorm; discuss in a group; role-play; make notes from print and electronic sources).

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

- identify the purpose for each piece of writing (e.g., a personal essay communicates ideas, thoughts, and feelings; a report demonstrates the student's understanding of a topic studied; research notes provide a record of information gathered);
- identify the specific audience for each piece of writing (e.g., self, teacher, peers, or family members);
- demonstrate an understanding of literary and informational forms of writing, such as letters, personal narratives, short stories, answers to homework questions, summaries, and reports on research topics, by selecting a form appropriate to the specific purpose and audience for each piece of writing (e.g., create dialogues to illustrate character conflicts in a short story for the class; outline instructions to explain a procedure to a parent or guardian);
- use the third-person singular and an appropriate level of language in expository forms requiring objectivity (e.g., in a paragraph summarizing information from an electronic source; in a report for the school newspaper).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

- use key words in questions or prompts to organize information and ideas in homework answers;
- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
- use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems;
- use changes in time, place, or speaker to structure narrative paragraphs;
- use a single controlling idea to structure a series of paragraphs;
- provide an introduction, body, and conclusion in written reports;
- present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison.

Revising Drafts

By the end of this course, students will:

- revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity (e.g., add, delete, and rearrange information; read written work aloud as the intended reader to check for clarity; insert connecting words in sentences to ensure continuity of thought; refer to the topic sentence in the concluding sentence of a paragraph to improve unity; add examples to clarify the findings of a report);
- revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language;
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (e.g., *Give me some more details about…, I'm confused about…, Does this piece of writing have a beginning, middle, and end?*);
- consider reactions from teachers, peers, and others in revising and editing written work.

Editing, Proofreading, and Publishing

By the end of this course, students will:

- identify sources of ideas, information, and quotations in written work (e.g., use quotation marks around borrowed words and phrases and name the source; create a brief bibliography of reference materials consulted);
- select the publication method or vehicle most accessible or appealing to the intended audience (e.g., bulletin-board display; performance of a script or speech; writing exchange; electronic posting);
- provide documentation showing their use of the writing process (e.g., lists of genres and forms used in personal and assigned writing; samples of exploratory drafts; notes about peer and teacher conferences; lists of reference materials consulted; written self-assessments of strengths and weaknesses; lists of writing goals and next steps for improvement);
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

  Grammar and Usage
  - identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
  - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional phrases;
  - identify and correct sentence fragments, run-on sentences, and comma splices;
  - make compound subjects agree with verbs in simple and compound sentences;
  - make pronouns agree with their antecedents in number and gender;
  - use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing;

  Spelling
  - use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors (e.g., recognize when a word doesn't look right; generate alternative spellings; break unfamiliar words into syllables to assist in spelling);
  - use and spell homophones correctly;
  - use the apostrophe correctly when spelling contractions and possessives;
  - use a variety of resources to correct errors in spelling (e.g., dictionaries, electronic spell checkers);

  Punctuation
  - use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;
  - adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry.

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

- describe strategies used to expand vocabulary (e.g., using roots, prefixes, and suffixes to determine the meaning of unfamiliar words) and provide evidence of other vocabulary-building activities (e.g., lists of references consulted about word meanings; lists of new words encountered from works read during the year; personal word lists);
- identify and explain examples of slang, jargon, dialect, and colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
- identify words borrowed from other languages, and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins (e.g., use a dictionary to find the etymology of unfamiliar words in history and science textbooks; create a personal or class dictionary of newly encountered words);
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
  - simple, compound, and complex sentences;
  - components of sentences: subject, predicate, object, subject complement, prepositional phrases, main and subordinate clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice;
- recognize, describe, and correct sentence errors in oral and written language (e.g., sentence fragment, run-on sentence, comma splice);

- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
  - spelling: homophones and possessive pronouns and adjectives;
  - capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
  - punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses.

Developing Listening and Speaking Skills

By the end of this course, students will:

- use listening techniques and oral communication skills to participate in group discussions (e.g., listen actively; take notes; restate key points; ask questions; reconsider ideas and opinions; solicit and react to information; follow instructions);
- use techniques of effective listening (e.g., make eye contact with the speaker; listen courteously; make notes) and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations;
- work with a partner to plan and make oral presentations to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose (e.g., identify purpose; gather ideas and information; plan, create, rehearse, and revise presentations such as interviews, role plays, and short reports);
- use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
- practise with cue cards, use breathing exercises, and rehearse with peers (and with visual aids and technology, if used), to ensure confident delivery in oral presentations;
- identify examples of the use of oral communication skills in school and the world outside the school (e.g., do a survey of teachers and students to determine how these skills are used in the curriculum; record instances where different levels of language are used in radio and television programs);
- analyse their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve.

Media Studies

Overall Expectations

By the end of this course, students will:

- identify and describe the elements, intended audiences, and production practices of a variety of media forms;
- use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report describing discrepancies between the presentation of a product in advertising material and its use by a consumer; read packaging for similar products to assess its effectiveness and appeal to potential purchasers);
- identify and describe the elements used to structure media works in a variety of forms (e.g., sound effects and music in a television drama; the number of editing cuts and shots in a documentary video; colour, images, and text in magazine advertisements);
- compare the reactions of different people or groups to a variety of media works (e.g., interview or survey peers and family about reactions to a particular media work and produce a written report of the results; read and compare reviews of a book);
- identify factors that influence media production, distribution, and advertising (e.g., the audience for a magazine; characteristics of the target audience and sponsors of specific television programs).

Creating Media Works

By the end of this course, students will:

- adapt a work of literature for presentation in another media form (e.g., re-create a myth or legend as a news report or advertisement, using available resources; use a storyboard to depict a scene from a novel);
- create media works for different purposes (e.g., create a poster to promote a school event and a poster instructing peers how to use a CD-ROM encyclopedia; make a collage to express a point of view about a current event);
- analyse the characteristics of different audiences and create media works designed specifically for them (e.g., design two advertisements for a product that will appeal to two different audiences).

English, Grade 10, Academic (ENG2D)

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods;
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces;
- identify and explain the effect of specific elements of style in a range of literary and informational texts.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials;
- select and read a range of texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, evaluating print and electronic materials as sources of information, and comparing personal ideas and values with those in texts (e.g., read multicultural short fiction to deepen their understanding of Canada's diversity; assess the usefulness of a manual for a software application; develop a "profile" of a character in a play by Shakespeare or a novel and then role-play an interview with the character);
- select and use a variety of reading strategies before, during, and after reading to understand texts (e.g., preview a text; predict main ideas or outcomes; use prior knowledge and personal experiences to interpret and assess ideas and information; list unanswered questions while reading; role-play alternative solutions to conflicts presented in the text);
- use relevant, significant, and explicit information and ideas from texts to support interpretations (e.g., use relevant evidence to support an explanation of the theme of a poem or short story; select quotations from an essay that best communicate the author's arguments);
- analyse information, ideas, and elements in texts and synthesize and communicate their findings (e.g., read a biography and make a speech about the person to the class; create a fictitious newspaper report about the events and issues in a novel or short story);
- present sufficient significant evidence from a text to support opinions and judgements (e.g., defend in a debate a controversial statement from a short essay, or an action by a character in a story; incorporate quotations from a play in an essay about the pattern of imagery in the text);
- explain how the values and perspectives of readers might influence their responses to a text and interpretations of it (e.g., record individual responses of group members to a poem, note similarities and differences in the responses, identify patterns, and suggest explanations for their findings;

compare the implicit perspectives in two letters to the editor about the same article);

- explain how historical or cultural contexts shape the information and ideas in a text (e.g., research the historical or cultural context of a novel and suggest how it gave rise to the social attitudes depicted; compare nineteenth-century and modern attitudes to the theme of a novel by Dickens).

Understanding the Forms of Texts

By the end of this course, students will:

- use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre (e.g., rewrite a passage from a novel, adopting the point of view of another character; use knowledge of the cultural or historical context of a novel to understand the language and events in the work);
- use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre (e.g., write a lyric or ballad in rhyming couplets; present a choral reading of a poem, emphasizing onomatopoeia);
- use knowledge of elements of opinion pieces, such as overt statement of a position or opinion, type of diction, tone, paragraphing, transition words and phrases, selective supporting detail, allusions, and appeals to authority, to understand and interpret examples of the genre (e.g., relate the position taken to the tone used in an editorial; refer to an encyclopedia to clarify a historical allusion used in a newspaper column; write an opinion piece for the school newspaper).

Understanding the Elements of Style

By the end of this course, students will:

- compare the use of diction and syntax in the work of different authors and explain how these elements enhance the theme or message (e.g., compare the use of sentence variety in paragraphs by two different authors; identify examples of archaic diction in literature from any historical period and give modern-English equivalents);
- explain how authors use stylistic devices, such as allusion, contrast, hyperbole, understatement, oxymoron, irony, and symbol, to achieve particular effects in their writing (e.g., explain the effects of the contradictory emotions or qualities expressed in an oxymoron; compare the poetic devices used in two poems on a similar theme; do research to understand a mythical allusion in a piece of literature or an advertisement and explain how the allusion enhances the theme or message in the text);
- explain how authors and editors use design elements to help communicate ideas (e.g., explain how typography and layout contribute to meaning in a concrete poem; prepare a title page and bibliography template for an academic paper and defend their design decisions; create electronic links showing where and how to find related material).

Writing

Overall Expectations

By the end of this course, students will:

- use a range of print and electronic sources to gather information and explore ideas for written work;
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice;
- use a variety of organizational techniques to present ideas and information logically and coherently in written work;
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices;
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

- investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data (e.g., identify and rank focus questions; identify key words and electronic search terms to structure research; determine which sources of information are most relevant to the purpose for writing);
- locate and summarize information and ideas from print and electronic sources, including interviews, surveys, statistical data banks, reports, periodicals, and newsgroups (e.g., conduct an electronic search for information on regional Canadian authors; summarize and paraphrase information and ideas in point-form notes and in graphic organizers);
- sort and label information, ideas, and data; evaluate the accuracy, ambiguity, relevance, and completeness of the information; and make judgements and draw conclusions based on the research (e.g., verify data by using multiple sources; identify and reconcile inconsistencies; identify significant omissions that need to be addressed);
- use the information and ideas generated, researched, and evaluated to develop the content of written work.

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

- demonstrate an understanding of a range of literary and informational forms, such as poems, narratives, comparison-and-contrast and cause-and-effect essays, speeches, and research reports, by using forms of writing appropriate to different purposes and audiences (e.g., rewrite an episode of a story from the point of view of a different character; use a formal, objective voice in a short essay; write a speech for a class debate);
- produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence (e.g., state and support

an opinion; compare and contrast the treatment of similar themes in two different works; explain how the images or setting in a work of fiction contribute to the overall theme);

- consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work (e.g., use examples or images familiar to their peers in a poem to be read in class; include background information the audience needs to know in the introduction to an essay);
- select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing (e.g., use an impersonal voice and formal language in an academic essay; use everyday vocabulary and colloquial phrasing to engage the interest of an audience of peers).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

- use plot structure and character portrayal to develop themes in short stories (e.g., use flashbacks to develop the theme of memory in a short story);
- structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a device to engage the reader's interest, and an overview of the main points to be covered;
- use a pattern such as comparison and contrast, cause and effect, or classification to structure short essays;
- use plot structure and character portrayal to present conflicts in a short story (e.g., introduce a conflict in the first half of a short story and provide the resolution of the conflict in the second half; describe two characters' different reactions to the same event to prepare for a later clash between them).

Revising Drafts

By the end of this course, students will:

- revise drafts to ensure that ideas are adequately supported by relevant details and facts and to achieve clarity, unity, and coherence (e.g., reinforce a mood or feeling by elaborating the imagery in a poem or short story; read a supported opinion piece aloud with a partner or in a small group to check for coherence and effectiveness; remove redundancies and expand supporting detail in a report);
- revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;
- make constructive suggestions to peers in a writing conference (e.g., identify ways to address problems of control in writing such as redundancies or inappropriate level of language; create checklists based on established criteria and use them when discussing a piece of writing);
- consider reactions of teachers, peers, and others in revising and editing written work.

Editing, Proofreading, and Publishing

By the end of this course, students will:

- identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects (e.g., provide a context for quoted material; use transition words and phrases to link information from different sources; include a brief bibliography to identify reference materials consulted);
- select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate (e.g., write a letter or e-mail message to recommend a book to a friend; submit work to

a writing contest in the required format; write and format a concrete poem for the school yearbook);

- assess their facility with the writing process, documenting their use of genres and forms in personal and assigned writing and identifying goals for writing improvement and growth (e.g., use samples from their writing folder to demonstrate their growth and achievement in writing; produce and carry out an action plan to improve their use of language conventions);
- edit and proofread their own and others' writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

- use parts of speech correctly, including the infinitive and the gerund;
- construct a variety of complete and correct sentences (including compound-complex sentences), using prepositional, adjective, and adverb phrases; infinitive, participial, and gerund phrases; and noun, adjective, and adverb clauses;
- use verb voice (i.e., active and passive) to suit purpose and audience;

Spelling

- use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors;
- spell specific historical, academic, and technical terms correctly;
- use a variety of resources to correct errors in spelling (e.g., dictionaries, spell checkers);

Punctuation

- use punctuation correctly, including the semicolon (e.g., use the semicolon to join principal clauses and to separate elements in a list that contains commas);
- use the comma, dash, and parentheses correctly to set off non-restrictive elements in a sentence;
- use punctuation correctly when quoting short passages from texts.

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

- identify examples of the use of idioms, euphemisms, slang, dialect, acronyms, academic language, technical terms, and standard Canadian English in oral and written work, and explain why the usage is effective in its context;
- identify ways in which technology, other languages, and the media have influenced the English language (e.g., explain when and why particular nouns and verbs entered the language, both in earlier centuries and in recent years; give examples of technical terms and media phrases used in a variety of contexts);
- select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing (e.g., select words and phrases for their sound and rhythm in a speech; select words with symbolic associations for a poem);
- select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations (e.g., for a dramatization of a scene depicting the central conflict in a novel; for a debate on the motivation of a character in a drama);
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including infinitives and gerunds;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including prepositional, adjective, and adverb phrases; infinitive and gerund phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice;
- recognize, describe, and correct sentence errors in oral and written language (e.g., run-on sentence, comma splice, dangling modifier);
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for the following:
  - spelling: historical, academic, and technical terms;
  - punctuation: semicolon; non-restrictive phrases and clauses; quotations from texts.

Developing Listening and Speaking Skills

By the end of this course, students will:

- communicate orally in group discussions for different purposes, with a focus on identifying explicit and implicit ideas and comparing and contrasting key concepts and supporting details;
- communicate in group discussions by assigning tasks fairly and equitably; using verbal and non-verbal cues to signal a change in topic or speaker; contributing ideas, supporting interpretations and viewpoints; extending and questioning the ideas of others; summarizing the progress of the group's work; checking for understanding; and negotiating consensus when appropriate;
- apply techniques of effective listening and demonstrate an understanding of oral presentations by summarizing presenters' arguments and explaining how vocabulary, body language, tone, and visual aids enhance presentations (e.g., make and confirm or revise predictions; identify the purposes and perspective of a presentation; analyse the ideas and arguments presented; discuss the use of visual aids in a presentation);
- plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (e.g., identify purpose and audience; gather ideas and information; plan, create, rehearse, and revise presentations such as dramatizations, panel discussions, and debates; assess their work independently and with help from peers);
- use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
- rehearse with visual aids and props, study audio- and videotaped rehearsals, and use mnemonic devices and visualization techniques to ensure confident delivery in oral presentations;
- identify the oral communication skills required in a variety of postsecondary programs and occupations and cite specific examples of their use (e.g., interview recent school graduates about the importance of these skills for success in college and university programs and report their findings);
- analyse their own and others' oral presentations, identifying strengths and weaknesses and developing and carrying out plans for improvement.

Media Studies

Overall Expectations

By the end of this course, students will:

- analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works;
- use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report comparing unique features of several newspapers to assess their appeal to readers; explain the satire in a parody of a media work);
- identify key elements and techniques used to create media works in a variety of forms (e.g., illustrations and captions in political cartoons; narrative and characterization in a film or television drama; the choice of symbols and colours used to convey health and safety warnings on the packaging of a range of products) and analyse how these elements and techniques contribute to the theme or message;
- analyse the elements of a variety of media works, in order to identify and describe the intended audience(s) for the works (e.g., analyse advertising in a range of newspapers and magazines to identify the target audiences);
- analyse the relationship between media works and the production and marketing of related products (e.g., explain in a written or oral report how the target audience for a film determines the range of products marketed with it, and how this marketing, in turn, helps shape the film).

Creating Media Works

By the end of this course, students will:

- adapt an idea, theme, or issue from a work of literature for presentation in two related media forms, and assess the presentations to determine what aspects of the original have been strengthened and/or weakened by the adaptations (e.g., write a script adapting a short story or scene from a novel for radio and television; create a personal anthology of poetry in print and as a web page with links to related sites);
- create media works for different purposes and explain how the design decisions for each were shaped by the purpose (e.g., create a public-service video to inform people about a health hazard; construct a collage of print advertisements to illustrate the media's concept of a teenager);
- design media works appropriate to different audiences and explain why certain elements will appeal to a particular audience (e.g., design a magazine for a specific audience, and explain how it differs from typical magazines).

English, Grade 10, Applied (ENG2P)

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of literary and informational texts;
- demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
- identify and explain the effect of specific elements of style in a range of literary and informational texts.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

- describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;
- select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience (e.g., gather and evaluate information from several newspaper articles; compare the early years of a historical figure or fictional character with their own);
- select a variety of reading strategies and use them effectively before, during, and after reading to understand texts (e.g., use a graphic organizer to focus reading; refer to text elements such as tables of contents and indexes to locate information; use prior knowledge and personal experiences to interpret and respond to information and ideas; reread confusing passages; summarize key points);
- demonstrate understanding of a text by citing explicit information and ideas from it (e.g., create a character profile based on a character's words and actions; list key steps from a technical manual to create a quick-reference guide);
- analyse the information and ideas presented in texts and make inferences based on the analysis (e.g., analyse a student-created website in order to give it an appropriate title; contrast a character's words and actions in a play to explain irony; identify the interests an author represents in an article on an environmental issue);
- use evidence from a text to support judgements about an issue (e.g., debate an issue discussed in a magazine or newspaper; debate the appropriateness of the resolution of a story);
- describe how readers' different values and perspectives might influence the way they respond to and interpret texts (e.g., create and share visual responses to a text and suggest reasons for similarities and differences in interpretations; choose a favourite character from a novel and give reasons for the choice; describe and give reasons for a personal interpretation of a short story);

- suggest ways in which an author's experience might influence information and ideas in a text (e.g., compare the perspectives of two authors who differ on an issue; compare poems on the same theme by authors such as Atwood and Ondaatje).

Understanding the Forms of Texts

By the end of this course, students will:

- use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre (e.g., explain the use of a limited point of view to create suspense in a novel; develop and present a monologue based on a character's actions and choices in a novel; visualize and describe people, places, and events depicted in a novel);
- use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret texts in the genre (e.g., illustrate the single image of a haiku; identify similes and metaphors in a sight poem and explain what is being compared in each example);
- use knowledge of elements of magazines and reports, such as editorials, regular columns, letters to the editor, advertisements, foldouts, cover art, table of contents, layout, columns, headings, and subheadings, to understand and interpret texts in the genre (e.g., present a display illustrating the key features of a popular magazine; create a table of contents for a class magazine; use understanding of magazine layout to read articles with columns and wraparound text).

Understanding the Elements of Style

By the end of this course, students will:

- explain how authors adapt diction and phrasing and use specialized vocabulary to communicate ideas, emotions, and information and achieve intended effects (e.g., compare the colloquial language of a personal letter to the formal language of a business letter; compare the technical language of a computer manual to the language in a poem about computers);
- explain how authors use stylistic devices, such as varied sentence structures, onomatopoeia, alliteration, and symbol, to communicate ideas, emotions, and information and achieve intended effects (e.g., explain how the symbolic language used in an advertisement persuades consumers to buy a product; explain how the imagery in a poem helps engage the reader's interest);
- explain how authors and editors use design elements in texts to clarify and reinforce meaning (e.g., explain the use of headings in a technical manual; explain the use of frames and buttons on a web page to organize content and provide direction).

Writing

Overall Expectations

By the end of this course, students will:

- use a variety of print and electronic sources to gather information and explore ideas for their written work;
- identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and coherence;
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

- consider potential topics and develop research plans by asking questions and identifying information needs (e.g., create and rank focus questions; identify key words and electronic search terms to narrow a topic; connect possible topics and sources of information);
- locate and summarize information and ideas from print and electronic sources, including newspapers and magazines, reports, dictionaries, encyclopedias, vertical files, and multiple electronic databases (e.g., create a graphic organizer for data acquired from a textbook and an electronic database; chart information by subtopic; list sources of information);
- sort and label information and ideas; assess the relevance, accuracy, and completeness of the information and ideas; discard irrelevant material; and find additional information as needed (e.g., relate data to focus questions; verify data by consulting multiple sources; identify and reconcile inconsistencies; use a storyboard to sequence information from a narrative);
- use the information and ideas generated to develop the content of written work (e.g., free write; create graphic organizers; do further research).

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

- demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing (e.g., use a journal entry to explore a personal opinion; compose a formal letter to persuade a community partner to sponsor a school project; write a letter to a newspaper editor about a local issue; write a children's story for a Grade 2 class; use essay form to describe their response to a group of poems by one author);

- consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing (e.g., list information the audience will need and identify the most appropriate way to present it; consider the audience's age, gender, and probable knowledge of the topic in writing a report);
- select first or third person and an appropriate level of language to suit the form, purpose, and audience of their writing (e.g., use the first-person singular to compare their own views with those in a text; use the third-person singular to summarize information from an encyclopedia; use formal language in a letter to the editor).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

- use key words in questions or prompts to organize ideas, information, and evidence in written answers;
- use a single, controlling idea and connecting words and phrases to structure a series of paragraphs (e.g., establish chronological order with words such as *in the beginning, second,* and *finally* for a short report);
- provide an introduction, body, and conclusion to present information sequentially, support an opinion, or develop an argument in reports and short essays;
- use a pattern such as sequential order, comparison and contrast, or cause and effect to present directions, instructions, and the results of investigations in a clear and logical manner.

Revising Drafts

By the end of this course, students will:

- revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity (e.g., use a checklist to verify the content of a report and the logic of its structure; insert connecting words in paragraphs of a report or personal essay to improve unity; refer to the introduction in the concluding paragraph of a personal essay to improve unity);
- revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;
- make constructive suggestions to peers in a writing conference (e.g., use checklists based on established criteria when discussing a piece of writing);
- consider reactions of teachers, peers, and others in revising and editing written work.

Editing, Proofreading, and Publishing

By the end of this course, students will:

- identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and research projects (e.g., write an introduction to set up a quotation; use transition words to link information from different sources; create a bibliography to identify reference materials consulted);
- select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate (e.g., write and send a letter requesting information; write a column for the school newspaper; create and format advertising and promotional posters and brochures);

- provide documentation showing their use of the writing process (e.g., lists of genres and forms used in personal and assigned writing; lists of writing goals and next steps for improvement; notes about results of peer and teacher conferences; a writing folder with examples of strengths, weaknesses, and interests in writing);
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

  Grammar and Usage
  - use parts of speech correctly, including the participle;
  - construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
  - identify and correct sentence errors, including comma splices and run-on sentences;
  - make collective nouns used as subjects agree with verbs in simple and compound sentences;
  - use verb tense and voice (i.e., active and passive) to suit purpose and audience;

  Spelling
  - use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors;
  - spell specific historical and technical terms correctly;
  - use a variety of resources to correct errors in spelling (e.g., dictionaries, electronic spell checkers);

  Punctuation
  - use punctuation correctly, including the semicolon (e.g., use the semicolon to join principal clauses and to separate elements in a list that contains commas).

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

- describe changes in English language use caused by influences such as technology, other languages, and the media (e.g., use of acronyms as nouns; conversions of other parts of speech into verbs; increasing use of specific technical terms);
- use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;
- modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations (e.g., adapt a discussion with a friend to suit the requirements of a simulated job interview);
- identify when it is appropriate to use slang, dialect, colloquialisms, idioms, acronyms, technical terminology, and standard Canadian English in oral and written work;
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech, including participles;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including adjective and adverb phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice;
- recognize, describe, and correct sentence errors in oral and written language (e.g., comma splice, run-on sentence);
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
  - spelling: historical and technical terms;
  - capitalization: of proper nouns, and in scripts, dialogue, and poetry;
  - punctuation, including semicolon.

Developing Listening and Speaking Skills

By the end of this course, students will:

- use listening techniques and oral communication skills to participate in group discussions (e.g., stay on topic; contribute ideas; support opinions; build on the ideas of others; solicit and classify information; identify key ideas and supporting details; and distinguish between fact and opinion);
- use techniques of effective listening (e.g., make and confirm or revise predictions; identify the purpose and perspective of a presentation; make notes to identify main ideas and supporting evidence) and demonstrate an understanding of oral presentations by summarizing presenters' arguments and identifying and evaluating the techniques used to make presentations effective;
- plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose (e.g., identify purpose; gather ideas and information; plan, create, rehearse, revise, and assess presentations such as interviews, dramatizations, and reports);
- use specific examples, facial expressions and body language, emotional appeals, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
- rehearse with peers (with visual aids and technology, if used), study audio- and videotaped rehearsals, use voice and relaxation exercises, and make modifications in response to constructive criticism to ensure confident delivery in oral presentations;
- identify the oral communication skills required in college programs and the workplace and cite specific examples of their use (e.g., interview parents or guardians for a report on how they use these skills on the job; investigate part-time jobs that require these skills; conduct an electronic search to identify college programs that require these skills);
- analyse their own and others' oral presentations, identifying strengths and weaknesses and developing and carrying out plans for improvement.

Media Studies

Overall Expectations

By the end of this course, students will:

- describe the elements, intended audiences, and production practices of a range of media forms and explain how these factors shape media works;
- use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., read and compare the front pages of two different newspapers to determine their appeal to readers; explain the appeal of popular film genres to mass audiences);
- identify key elements and techniques used to create media works in a variety of forms (e.g., rapid editing in a television commercial; plot in a comedy; juxtaposition of colour and text in posters), and explain how these elements contribute to the theme or message;
- analyse the elements of media works in order to explain the reactions of different audiences to the works (e.g., write a report examining the sponsors of selected television programs to determine which groups of people the programs are aimed at; write an essay or report identifying stereotypes in television shows and suggest how specific audiences might react to them);
- describe and explain how and why media works are used to market related products (e.g., how and why books are reissued in conjunction with film releases).

Creating Media Works

By the end of this course, students will:

- adapt an idea or theme from a work of literature for presentation in another media form and determine what aspects have been weakened and/or strengthened by the adaptation (e.g., recast a conflict from a novel as a debate on a television or radio talk show, a theme or images from a poem as a CD cover with liner notes);
- create media works for different purposes and explain how the design has been influenced by the purpose (e.g., create an informational pamphlet and a promotional pamphlet for the same product or service);
- design media works appropriate to different audiences and explain which elements will make a work appeal to a particular audience (e.g., design brochures marketing a product to consumers with different income levels and explain the appeal of each).

Some Considerations for Program Planning in English

Teachers who are planning a program in English must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999.* The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that apply exclusively to program planning in English are noted here.

Education for Exceptional Students. In English courses, accommodations to meet the needs of exceptional students as set out in their Individual Education Plan may include the use of specialized equipment and learning aids such as Braille, magnification aids, voice-activated computers, audiotapes, and specialized computer programs, as well as the assistance of oral or sign-language interpreters or scribes. Some students may benefit from using alternative resources (some less complex, others more challenging), communicating through sign language, or working in flexible grouping arrangements.

The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the English curriculum. Information technology helps students in their written work and in the analysis of literary and informational texts. Students should use word processing to draft, organize, revise, edit, and format written work. In their research, students should use multimedia resources to find, process, and reorganize information and ideas. Presentation software and audio-visual technologies will enhance the effectiveness of oral and visual presentations.

English As a Second Language and English Literacy Development (ESL/ELD). The secondary English curriculum can be very demanding for second-language learners. Their relatively limited vocabulary in English may make it difficult for them to read certain materials, and their relative inexperience with the conventions of English and with complex sentence patterns in a second language may make it difficult for them to write as fluently or correctly as some of their peers. Also, these students may not be familiar with some of the traditional literary works and common literary themes that their English-speaking peers have already studied.

Students who are learners of English as a second language will have the best chance of success in English programs where there are many opportunities for oral interaction with English-speaking peers. Teachers can make an asset of linguistic and cultural diversity in the classroom by encouraging students to share information about their respective languages and literary inheritances. Teachers should focus on the content and organization of ideas in students' written work, as well as on word choice, grammar, usage, spelling, and punctuation.

Career Education. Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Small-group work and oral presentations help students to express themselves confidently and to work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks.

Cooperative Education and Other Workplace Experiences. The knowledge and skills students acquire in English courses will assist them in their cooperative-education and work-experience placements. In all placements, students will be required to read and listen, carefully and with attention to detail, to messages, instructions, and information, in order to perform placement-related tasks and duties efficiently, responsibly, and safely. In some placements, students will need to apply the specialized knowledge acquired in the optional courses on technical communication and presentation and speaking skills. Certain placements will have a specific focus on English literacy skills. For example, in placements with newspapers, television and radio stations, schools, and libraries, students will use their knowledge and skills to analyse texts, to conduct research, to write and revise texts, and to create media works.

The Achievement Chart for English

The achievement chart that follows identifies four categories of knowledge and skills in English: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999.*)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

To support this process, the ministry will provide the following:

- a standard provincial report card, with an accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 9–10, English

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of forms, of texts (e.g., stories, essays, poems) conventions, terminology, and strategies (e.g., for reading and writing)	– demonstrates limited knowledge of forms, conventions, terminology, and strategies	– demonstrates some knowledge of forms, conventions, terminology, and strategies	– demonstrates considerable knowledge of forms, conventions, terminology, and strategies	– demonstrates thorough knowledge of forms, conventions, terminology, and strategies
– understanding of information, ideas, concepts, and themes	– demonstrates limited understanding of information, ideas, concepts, and themes	– demonstrates some understanding of information, ideas, concepts, and themes	– demonstrates considerable understanding of information, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of information, ideas, concepts, and themes
– understanding of relationships among facts, ideas, concepts, and themes	– demonstrates limited understanding of relationships among facts, ideas, concepts, and themes	– demonstrates some understanding of relationships among facts, ideas, concepts, and themes	– demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes
– understanding of the uses and effect of aesthetic elements (e.g., stylistic devices, voice) in literary and informational texts	– demonstrates limited understanding of the uses and effect of aesthetic elements	– demonstrates some understanding of the uses and effect of aesthetic elements	– demonstrates considerable understanding of the uses and effect of aesthetic elements	– demonstrates thorough and insightful understanding of the uses and effect of aesthetic elements
Thinking/Inquiry	**The student:**			
– critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	**The student:**			
– communication of information and ideas (e.g., through logical organization)	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– communication for different audiences and purposes (e.g., choice of language and style)	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., narratives, debates, poems, reports, essays)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	**The student:**			
– application of language conventions (e.g., grammar, usage, spelling, punctuation)	– uses the required language conventions with limited accuracy and effectiveness	– uses the required language conventions with some accuracy and effectiveness	– uses the required language conventions with considerable accuracy and effectiveness	– uses the required language conventions accurately and effectively all or almost all of the time
– application of oral communication and media conventions and techniques	– uses oral communication and media conventions and techniques with limited effectiveness	– uses oral communication and media conventions and techniques with some effectiveness	– uses oral communication and media conventions and techniques effectively	– uses oral communication and media conventions and techniques effectively and creatively
– application of reading strategies (e.g., skimming, scanning, using cues from context)	– uses reading strategies with limited competence	– uses reading strategies with moderate competence	– uses reading strategies with considerable competence	– uses reading strategies with a high degree of competence
– application of the writing process (e.g., choice of topic, revision, use of resources)	– uses the writing process with limited competence	– uses the writing process with moderate competence	– uses the writing process with considerable competence	– uses the writing process with a high degree of competence
– application of technology (e.g., choice of tools and software, ethical use)	– uses technology with limited appropriateness and effectiveness	– uses technology with moderate appropriateness and effectiveness	– uses appropriate technology with considerable effectiveness	– uses appropriate technology with a high degree of effectiveness
– making connections (e.g., between experiences and texts, between English and other subjects, and between English and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Explanatory Notes

The following definitions of terms are intended to help teachers and parents/guardians use this document. It should be noted that examples provided are suggestions and are not meant to be exhaustive.

Academic essay. An essay written in a formal **style** for an academic audience.

Academic language. The oral and written vocabulary, language patterns and structures, and grammatical forms appropriate for a formal **essay**, debate, or presentation. (*See also* **specialized language, technical language.**)

Acronym. A pronounceable word formed from the first letter or letters in a phrase or name (e.g., *CUPE* for Canadian Union of Public Employees, *radar* for radio detecting and ranging).

Alliteration. The deliberate repetition of sounds or syllables, especially initial consonants, for stylistic effect (e.g., *recreational reading* and *writing*).

Allusion. A brief reference, explicit or implicit, to a place, person, or event. The reference may be historical, literary, religious, or mythological.

Antidiscriminatory language. Language that conveys respect for all people and avoids stereotyping based on gender, race, religion, culture, social class, sexual orientation, ability, or age. (*See also* **inclusive language.**)

Antonym. A word opposite in meaning to another word (e.g., *hot/cold*).

Assonance. The deliberate repetition of similar vowel sounds for stylistic effect (e.g., *feel/clean*).

Audience. The intended readers, listeners, or viewers of a particular work. In planning a piece of writing, writers must take into account the purpose and audience in choosing an appropriate **form of writing**.

Body language. Non-verbal communication through gestures, facial expressions, and body movement.

Coherence. The underlying logical connectedness of the parts of an oral, written, or visual text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected.

Collage. A form of art in which a variety of materials, such as photographs, fabric, objects, and printed text, are attached to a surface. Students can demonstrate their understanding of many themes and issues through the choice of materials and design elements of a collage.

Colloquialism. A word or expression used in everyday conversation but not in formal language (e.g., *Gimme a break!*).

Comma splice. A sentence error caused by using a comma instead of a stronger punctuation mark or a conjunction to join two main clauses (e.g., *The picnic is an annual event, this year it will be held at the lake*).

Commonly confused words. Words often mistaken for other words that are spelled or pronounced in the same or almost the same way (e.g., *compliment/complement, effect/affect*).

Controlling idea. An important or central concept, theme, or argument that is used to unify a written, oral, or media text.

Conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index).

Creative thinking. The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Students think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product.

Critical thinking. The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do.

Diction. The choice of words or phrases in speech or writing; the particular words chosen to express an idea.

Editing. In writing, the process of correcting grammatical, usage, punctuation, and spelling errors to ensure that the writing is clear, coherent, and correct. In media, the selection and juxtaposition of sounds and images. (*See also* **proofreading, revising, writing process.**)

Electronic link. An electronic connection that allows users to move quickly within or between documents, files, or websites on a computer.

Elements of media works. The elements of media works may be grouped in the following way:

- *Audio elements.* Speech, music, background sounds, sound effects, volume, dialects and accents, silence, narration, pace, sequence of sounds.
- *Visual elements.* Lighting, colour, images, size and type of lettering, size of images, sequence (e.g., of images, symbols, graphics, camera angles, or logos), props (e.g., costumes, furnishings), speed of presentation, shape or design, credits, details of sponsorship, animation, live action.
- *Compositional elements.* Plot, form (structure), theme, setting, atmosphere, point of view, characterization.

Essay. A prose composition that discusses a subject or makes an argument. This type of writing often presents the writer's own ideas on a topic. (*See also* **academic essay, personal essay.**)

Etymology. The origin and history of the form and meaning of a word. Dictionaries often provide etymologies of words.

Explicit information and ideas. Information and ideas that are stated clearly and directly. (*Compare* **implicit meaning.**)

Figurative language. Words or phrases used in a non-literal way to create a desired effect (e.g., metaphors, similes, personification, **oxymoron**). (*See also* **literary device.**)

Five W's. The five basic journalistic questions (*who, what, where, when,* and *why?*), which are usually answered at the beginning of a newspaper report.

Flowchart. A visual way of organizing information and ideas to show relationships (e.g., to show the sequence of events in a novel; to describe relationships among characters in a situation comedy). (*See also* **graphic organizer.**)

Foreshadowing. A literary device in which an author provides an indication of future events in the plot.

Forms of literature. Imaginative forms include story, short story, myth, novel, lyric poem, ballad, play, and script. Informational forms include newspaper, magazine, article, editorial, report, pamphlet, brochure, and manual. (*See also* **genres.**)

Forms of media. Media forms include newspaper, magazine, brochure, editorial, advertisement, television or radio drama, situation comedy, news report, sports program, nature program, travelogue, cartoon, documentary, commercial, interview, film, video, and website.

Forms of oral communication. Forms of oral communication include speech, debate, seminar, panel discussion, proposal, formal job interview, meeting, simulation, story, drama, role play, and monologue.

Forms of writing. Forms of writing include narrative, dialogue, script, poetry, description, set of instructions, advertisement, personal essay, supported opinion, expository essay, persuasive or argumentative essay, research essay or report, summary, proposal, résumé, editorial, speech, letter, brochure, manual, agenda and minutes of a meeting, set of notes, diary, journal, list, survey, and chart.

Free verse. Poetry written without a regular metrical pattern. Free verse may be rhymed or unrhymed. A free-verse poem is based on natural rhythms of speech and free expression rather than on a predetermined form.

Free writing. A technique that is used for developing possible content for a piece of writing and that involves recording thoughts, images, and ideas without restraint.

Genres. The types or categories into which literary works are grouped. Examples include novel, short story, essay, poetry, and drama. (*See also* **forms of literature.**)

Graphic organizer. A visual representation such as a chart, table, timeline, **flowchart**, or diagram used to record, organize, analyse, synthesize, and assess information and ideas.

Homonym. A word that has the same spelling as another word but a different meaning (e.g., *ear*, meaning *the organ of hearing*, and *ear* [e.g., of corn], meaning *the seed-bearing head of a cereal plant*).

Homophone. A word that has the same sound as another word but a different meaning (e.g., *seas* and *seize*).

Hyperbole. A literary device in which exaggeration is used deliberately for effect or emphasis (e.g., *a flood of tears, piles of money*).

Idiom. A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., *Keep your shirt on!* or *It's raining cats and dogs*).

Imagery. Descriptions and figures of speech (e.g., metaphors, similes, and other **figurative language**) used by writers to create vivid mental pictures in the mind of the reader.

Implicit meaning. Ideas and concepts that are present but stated indirectly. (*Compare* **explicit information and ideas.**)

Inclusive language. Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., *police officer* includes both males and females, whereas *policeman* refers only to males). (*See also* **antidiscriminatory language.**)

Inference. A conclusion drawn from evidence.

Informational texts. Works created primarily to communicate information. Examples are reports, business letters, résumés, articles, book reviews, brochures, instructional videos, e-mail messages. (*See also* **forms of literature.**)

Irony. A statement or situation that has an underlying meaning different from its literal or surface meaning.

Jargon. Another term for **specialized language**, usually used pejoratively.

Level of language. A style of language (e.g., formal, colloquial) appropriate to a specific purpose, audience, or situation. The style is determined by the degree of formality in a particular social situation, the relationship among the individuals involved in the communication, and the purpose of the interaction. Sometimes referred to as *register.*

Literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect (e.g., rhyme, parallel structure, analogy, comparison, contrast, **irony, foreshadowing**, simile, metaphor, personification, pun, **oxymoron, symbol**).

Literary texts. Works written with an artistic purpose, rather than mainly to convey information (e.g., poetry, novels, myths, plays, short stories).

Media techniques. Means of producing particular effects, such as the use of voice-over narration, animation, simulation, camera angles (high, normal, low), close-ups, zoom shots, telephoto shots, fade-in and fade-out of sounds or images, juxtaposition or superimposition of sounds or images, time-lapse photography, juxtaposition of colour and black-and-white photography, live action, special effects, volume, speed, motion, flashbacks, collages, and dialogue.

Multimedia presentation. A work that uses a combination of media to present information and ideas (e.g., a presentation using slides, computer graphics, posters, and video clips).

Onomatopoeia. The use of a word having a sound that suggests its meaning (e.g., *splash, murmur, buzz, twitter*).

Oxymoron. A combination of words with contradictory meanings, used deliberately for effect (e.g., *delicious torment, living death*).

Paraphrase. A restatement of an idea or text in one's own words.

Parenthetical referencing. A technique of citation in which an acknowledgement is placed in parentheses and inserted into a research essay wherever the writer has taken words, facts, or ideas from another source. Usually the author's last name and a page reference are used to identify the source. Each source cited in parenthetical references must have a corresponding entry in the list of **works cited**.

Personal essay (also referred to as a *reflective essay*). An **essay** written in an informal style on a subject of personal interest to the writer. This type of writing usually presents the writer's own ideas or reflects aspects of the writer's personality.

Point of view. In fiction, the position of the narrator in relation to the story and audience (e.g., a limited, omniscient, third-person, or first-person narrator; multiple narrators).

Précis. A concise summary of the ideas in a written text.

Prior knowledge. The background experience and knowledge that a student brings to classroom learning. Instruction builds on prior knowledge in order to introduce new learning. Since students come to school with a wide variety of prior knowledge, teachers need to be aware of their students' background in planning lessons. Sometimes referred to as *background knowledge.*

Proofreading. The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation. (*See also* **editing, revising, writing process.**)

Reading strategies. Skills and approaches used before, during, and after reading to determine meaning and increase understanding of a text. Examples are: using **prior knowledge** to predict content and determine meaning; skimming text for information or detail; scanning text to determine purpose of text or type of material; adjusting speed in silent reading according to the purpose of reading or the difficulty of the text; making inferences; confirming or revising predictions; using information from the context to understand the meaning of specific words; using phonics to sound out unfamiliar words; using root words to determine the meaning of unfamiliar words; rereading; using **graphic organizers**; recording key points and organizing them in a sequence; monitoring comprehension.

Report. An oral or written account or opinion formally expressed, based on the findings from an investigation or inquiry.

Research. A systematic investigation involving the study of materials and sources in order to establish facts and seek out the truth. Such an investigation generally has the following stages: selecting a topic, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral form, and documenting the sources of information and ideas.

Revising. The process of making major changes to the content, structure, and wording of a draft to improve the organization of ideas, eliminate awkward phrasing, correct errors, and generally ensure that the writing is clear, coherent, and correct. (*See also* **editing, proofreading, writing process.**)

Rhetorical devices and techniques. Elements of style used in speech or writing to achieve special effects, usually in order to persuade or impress an audience (e.g., rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause).

Rhetorical question. A question asked not for information but for dramatic effect. The answer may be self-evident (*Why should I care what they think?*) or immediately provided by the questioner (*What should be done? Well, first we should...*).

Role playing. A dramatic technique in which participants act the part of another character, usually in order to explore the character's thoughts, feelings, and values.

Run-on sentence. Two or more sentences run together and punctuated as one, or a series of main clauses not separated by the required conjunctions or punctuation.

Slang. Very informal language patterns or vocabulary used by particular groups, or in special contexts, or to reflect trends.

Sound devices. Literary techniques in which words are selected for the sounds they make (e.g., rhyme, **assonance**, consonance, **alliteration**, and **onomatopoeia**).

Specialized language. Words and phrases that have a particular meaning because of the context in which they are used (e.g., cinematic terms such as *close-up* or *fade out* used in a film review). (*See also* **technical language.**)

Standard Canadian English. Oral and written English that follows accepted rules and practices of grammar, usage, spelling, and punctuation and that is used across a broad spectrum of Canadian society (e.g., in government, educational, medical, legal, science, business, and media communications).

Storyboard. A sequence of images used to plan a film, video, television program, or drama.

Strands. The major areas of study into which the English curriculum is organized. The four strands for the core courses are Literature Studies and Reading, Writing, Language, and Media Studies. The optional courses have different strands.

Style. A manner of writing or speaking or performing. In a literary work, style usually refers to distinctive characteristics of the **diction, figurative language, literary devices,** language patterns, and sentence structures of the work.

Symbol. Something that stands for or represents an abstract idea.

Synonym. A word that has the same or almost the same meaning as another word (e.g., *clean/pure*).

Synopsis. A brief summary providing a general view of a topic, subject, or work.

Syntax. The way in which words are arranged to form larger grammatical structures, such as phrases, clauses, and sentences.

Technical language. The terminology used in a discipline or understood by a trade, profession, or group of people (e.g., in metalworking, the term *pig* means a mould for casting metals). (*See also* **academic language, specialized language.**)

Template. A document with a predetermined form, included in most word-processing and presentation software (e.g., calendar, memo, and letter templates).

Text. A spoken, written, or media work that communicates meaning to an audience.

Thesis statement. The statement in an **essay** that communicates the writer's main point and purpose. The thesis statement usually appears at the beginning of an essay.

Tone. A manner of speaking or writing that reveals the speaker's or author's attitude towards a subject and/or audience.

Topic sentence. The sentence that expresses the central idea in a paragraph.

Unity. Adequate interconnection and coherence among the parts of a work, achieved when the details relate clearly to the **controlling idea** of the work.

Usage. The generally accepted ways in which language is used to communicate meaning (e.g., single negatives preferred to double negatives, as in *I don't see any reason*, rather than *I don't see no reason*).

Vertical files. A collection of newspaper and magazine articles, photographs, maps, and pamphlets on specific topics.

Voice. *In writing:* a work's distinctive style of expression, personal or impersonal, conveyed through the author's use of vocabulary, sentence structure, and **imagery**. *In oral communication:* the quality of sound produced by a speaker. *In grammar:* a property of verbs. The active voice indicates that the subject does or acts upon something; the passive voice shows that the subject is acted upon.

Works cited (also referred to as *references* or *bibliography*). An organized list of all the sources used in preparing a **research** essay (e.g., books, articles, interviews, websites, CD-ROMs). An annotated bibliography includes a brief description or assessment of each source. (*See also* **parenthetical referencing.**)

Writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, some of which may be repeated as the process unfolds. The main stages of the writing process are: generating ideas; choosing a **form of writing** to suit topic, purpose, and **audience**; developing a plan for writing; organizing ideas; writing and **revising** drafts; **editing**; **proofreading**; and producing or publishing a final draft.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: choosing a form appropriate to the purpose for writing; identifying the level of language appropriate to the purpose for writing and the audience being addressed; organizing and developing ideas logically and coherently; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; attending to point of view, voice, style, and tone; revising to improve the development and organization of ideas; editing and proofreading to improve style and correct errors in grammar, usage, spelling, and punctuation; and formatting the final copy for publication.

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